

## SOCIAL STUDIES

### Third Grade

#### CULTURE

*Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.*

Key	Reporting Category		Project WET Activity
D		Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.	WET: Raining Cats and Dogs, pg. 435
D		Compare cultural differences in various regions of the United States and the world.	WET: Raining Cats and Dogs, pg. 435 WET: Water Messages, pg. 454
D		Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.	
I		Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.	
I		Identify and explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from regions around the world.	WET: Water Messages, pg. 454
D		Explain the significance of selected ethnic and/or cultural celebrations in Tennessee, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.	
I		Retell the heroic deeds of characters from folktales and legends.	
D		Compare ethnic and/or cultural celebrations in Tennessee, the United States, and other nations.	

#### ECONOMICS

*Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

I		Identify ways of earning, spending, and saving money.	WET: Wet-Work Shuffle, pg. 360
A	E	Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).	
A	E	Using a picture, differentiate the difference between a producer and a consumer.	
I		Analyze a simple budget that allocates money for spending and saving.	
I		Identify examples of private and public goods and services.	WET: Wet-Work Shuffle, pg. 360
I		Identify examples of scarcity.	WET: Common Water, pg. 232
I		Explain how supply and demand affects the price of a good or service.	
A	E	Distinguish between imports and exports.	
A	E	Differentiate between money and barter economies.	
I		Recognize that the world has different agricultural and industrial regions.	
A	E	Interpret a map showing agricultural and industrial areas.	
I		Explain the characteristics of a technologically expanding global economy.	
I		Explain the impact of scarcity on interdependence within and among regions.	WET: Common Water, pg. 232
I		Recognize that Tennessee and the United States have different agricultural and industrial regions.	WET: Irrigation Interpretation, pg. 254
I		Be aware of how goods and services are interchanged between communities at the local and national levels.	WET: Water Crossings, pg. 421

#### KEY

I = Introduced    D = Developing    M = Mastered    A = State Assessed

#### REPORTING CATEGORY

E= Economics    G= Geography    GC= Governance and Civics    USP 1= United States Period 1    USP 2 = United States Period 2

Note: "A" Indicates the state curriculum (CRT assessment only).  
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.

<b>D</b>		Trace the development of a product from a natural resource to a finished product.	WET: Wet-Work Shuffle, pg. 360
<b>A</b>	<b>E</b>	Distinguish the difference between a natural resource and finished product.	

## GEOGRAPHY

*Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.*

<b>I</b>		Show how the spatial elements of point, line, and area are used on a map or globe.	WET: Piece It Together, pg. 174
<b>I</b>		Explain the difference between relative and absolute locations.	
<b>D</b>		Locate places on a map using cardinal and intermediate directions.	WET: Piece It Together, pg. 174
<b>A</b>	<b>PG</b>	Recognize and use a map key.	WET: Piece It Together, pg. 174
<b>A</b>	<b>PG</b>	Find a specific location on a school or community map.	WET: Rainy Day Hike, pg. 186
<b>A</b>	<b>PG</b>	Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, and the north and south poles.)	WET: Piece It Together, pg. 174
<b>A</b>	<b>PG</b>	Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.	WET: Piece It Together, pg. 174
<b>A</b>	<b>PG</b>	Determine the climate of a specific region of the world using a map.	WET: Piece It Together, pg. 174
<b>D</b>		List the similarities and differences of local places and regions with other places and regions.	
<b>I</b>		List the basic components of earth's physical systems (e.g., landforms, water, climate and weather, and erosion and deposition).	
<b>I</b>		Understand the concept of an ecosystem.	
<b>D</b>		Describe how environments and regions differ around the world.	WET: Piece It Together, pg. 174
<b>A</b>	<b>PG</b>	Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).	
<b>A</b>	<b>PG</b>	Identify basic components of earth's systems (i.e., landforms, water, climate, and weather).	
<b>A</b>	<b>PG</b>	Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, and rainforests).	
<b>A</b>	<b>PG</b>	Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).	
<b>I</b>		Understand how technology allows people to adapt the environment to meet their needs.	WET: The Long Haul, pg. 260 WET: Irrigation Interpretation, pg. 254 WET: Water Concentration, pg. 407
<b>D</b>		Locate the major cities of Tennessee and the world on a map or globe.	
<b>I</b>		Describe the concept of formal (uniform) regions.	
<b>I</b>		Define the characteristics that comprise a region.	
<b>I</b>		Explain how change affects region and place over time.	
<b>I</b>		Show the population distribution of the state and country.	
<b>D</b>		Differentiate between urban, suburban, and rural regions.	
<b>A</b>	<b>HG</b>	Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).	WET: Raining Cats and Dogs, pg. 435 WET: The Rainstick, pg. 442
<b>A</b>	<b>HG</b>	Determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter) by interpreting pictures.	WET: Irrigation Interpretation, pg. 254
<b>A</b>	<b>HG</b>	Interpret a chart or map identifying major cultural groups of the world.	

### KEY

**I** = Introduced    **D** = Developing    **M** = Mastered    **A** = State Assessed

### REPORTING CATEGORY

**E**= Economics    **G**= Geography    **GC**= Governance and Civics    **USP 1**= United States Period 1    **USP 2** = United States Period 2

**Note: "A" Indicates the state curriculum (CRT assessment only).**  
**All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

<b>A</b>	<b>HG</b>	Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, and destruction of rainforest).	
<b>A</b>	<b>HG</b>	Differentiate the cultural population distribution in the United States using a bar graph.	

## GOVERNANCE AND CIVICS

*Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.*

<b>I</b>		Describe the basic structures of government in the state.	
<b>A</b>	<b>GC</b>	Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).	
<b>D</b>		Recognize who makes laws in the state.	
<b>I</b>		Know that governmental agencies exist to protect the environment at local, state, and national levels.	WET: Pass the Jug, pg. 392
<b>I</b>		Describe varied basic structures of governments in the state, nation, and world.	
<b>D</b>		Examine how regions choose to govern in different ways.	
<b>A</b>	<b>GC</b>	Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, and walking within the crosswalk).	
<b>D</b>		Identify services commonly provided by the state government and contrast with other regions.	
<b>I</b>		Compare the Tennessee and the United State Constitutions with other governing procedures around the world.	
<b>D</b>		Identify government officials and explain how they are chosen.	
<b>I</b>		Explain the concept of the consent of the governed and its importance to the functions of government.	
<b>A</b>	<b>GC</b>	Distinguish between conflict and cooperation within group interactions as represented by pictures.	
<b>D</b>		Identify examples of rights and responsibilities of citizens.	WET: Common Water, pg. 232 WET: Pass the Jug, pg. 392 WET: Sum of the Parts, pg. 267
<b>I</b>		Describe how public policies are used to address issues of public concern.	WET: Common Water, pg. 232 WET: Pass the Jug, pg. 392 WET: Sum of the Parts, pg. 267
<b>D</b>		Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.	WET: Common Water, pg. 232 WET: Pass the Jug, pg. 392 WET: Sum of the Parts, pg. 267
<b>D</b>		Identify diverse historic figures that exemplified good citizenship.	
<b>D</b>		Identify ordinary people who exemplify good citizenship.	
<b>D</b>		List the differences between community, city, county, state, and country events which occur.	
<b>I</b>		Recognize the relationship of local governments to the state, the nation, and the world.	

## HISTORY

*History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

### KEY

**I = Introduced D = Developing M = Mastered A = State Assessed**

### REPORTING CATEGORY

**E= Economics G= Geography GC= Governance and Civics USP 1= United States Period 1 USP 2 = United States Period 2**

**Note: "A" Indicates the state curriculum (CRT assessment only).  
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

<b>I</b>		Identify the heroic deeds of characters from state, national, and global histories.	
<b>I</b>		Identify historical figures that helped to shape regions.	
<b>A</b>	<b>H</b>	Label historical events as past, present, and future.	
<b>D</b>		Describe the order of events by using designation of time periods such as ancient times and modern times.	
<b>A</b>	<b>H</b>	Use a timeline to determine the order of a historical sequence of events.	WET: Energetic Water, pg. 242 WET: Old Water, pg. 171
<b>I</b>		Describe how individuals, events, and ideas cause regional change over time.	WET: Back to the Future, pg. 293 WET: Easy Street, pg. 382 WET: Energetic Water, pg. 242 WET: Irrigation Interpretation, pg. 254 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421
<b>A</b>	<b>H</b>	Read and interpret facts from a historical passage.	
<b>D</b>		Use vocabulary related to chronology, including past, present, and future.	WET: Old Water, pg. 171 WET: Energetic Water, pg. 242
<b>D</b>		Describe and measure calendar time by days, weeks, months, and years.	
<b>D</b>		Create and interpret timelines.	WET: Old Water, pg. 171
<b>I</b>		Identify factors that cause development and change in communities.	WET: Back to the Future, pg. 293 WET: Energetic Water, pg. 242 WET: Irrigation Interpretation, pg. 254 WET: Water Concentration, pg. 407 WET: Water Crossings, pg. 421
<b>I</b>		Compare various interpretations of the same time period using evidence such as photographs and interviews.	

## INDIVIDUALS, GROUPS, AND INTERACTIONS

*Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

<b>I</b>		Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.	WET: Common Water, pg. 232 WET: Sum of the Parts, pg. 267
<b>I</b>		Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.	WET: Common Water, pg. 232 WET: Sum of the Parts, pg. 267 WET: The Long Haul, pg. 260
<b>I</b>		Give examples of economic, social, or political changes that result from individual or group decisions.	WET: Common Water, pg. 232
<b>D</b>		Identify examples of actions individuals and groups can take to improve the community.	WET: Common Water, pg. 232 WET: Sum of the Parts, pg. 267
<b>D</b>		Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.	

## SOCIAL STUDIES PROCESS STANDARDS

*The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.*

### KEY

**I** = Introduced    **D** = Developing    **M** = Mastered    **A** = State Assessed

### REPORTING CATEGORY

**E**= Economics    **G**= Geography    **GC**= Governance and Civics    **USP 1**= United States Period 1    **USP 2** = United States Period 2

**Note:** "A" Indicates the state curriculum (CRT assessment only).  
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.

<b>I</b>		Use picture clues and picture captions to aid comprehension to acquire information.	WET: Choices and Preferences, pg. 367 WET: Water Match, pg. 50
<b>I</b>		Use maps, graphs, globes, media, and technology sources to acquire information.	
<b>I</b>		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.	
<b>I</b>		Classify information by source, chronology, and importance to analyze data and problem solve.	
<b>I</b>		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.	WET: Pass the Jug, pg. 392 WET: The Long Haul, pg. 260
<b>I</b>		Prepare and analyze maps, charts, and graphs for historical awareness.	
<b>I</b>		Construct and analyze timelines for historical awareness.	WET: Old Water, pg. 171 WET: Energetic Water, pg. 242 WET: Cold Cash in the Icebox, pg. 373
<b>I</b>		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.	
<b>I</b>		Incorporate the use of technological resources for historical awareness.	

**KEY**

**I = Introduced   D = Developing   M = Mastered   A = State Assessed**

**REPORTING CATEGORY**

**E= Economics   G= Geography   GC= Governance and Civics   USP 1= United States Period 1   USP 2 = United States Period 2**

**Note: "A" Indicates the state curriculum (CRT assessment only).**  
**All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**